2011

SCHOOL LIBRARIES COUNT!

NATIONAL LONGITUDINAL SURVEY OF SCHOOL LIBRARY PROGRAMS

AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

AASL

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METHODOLOGY

AASL's School Libraries Count! annual longitudinal survey is an online survey that is open to all primary and secondary school library programs to participate. The 2011 survey was launched on January 11th and closed on March 29th. The survey was publicized through various professional organizations and events and through word of mouth.

RESPONDENTS

AASL has received a high participation rate during the five years this survey has been offered. In 2007 there were 4,571 respondents, 2008, 6,998 respondents, 2009, 5,824 respondents, 2010, 5,191 respondents, and in the most recent year, 2011, there were 4,887 respondents.

MARGIN OF ERROR

The estimated margin of error among school libraries that responded:

> 2007 ± 1.4 percentage points at the 95% confidence interval
>
> 2008 ± 1.2 percentage points at the 95% confidence interval
>
> 2009 ± 1.3 percentage points at the 95% confidence interval
>
> 2010 ± 1.4 percentage points at the 95% confidence interval
>
> 2011 ± 1.4 percentage points at the 95% confidence interval

SCHOOL ENROLLMENT SIZE

‹300 students	10%
300-499 students	25%
500-699 students	24%
700-999 students	20%
1,000-1,999 students	16%
›2,000 students	4%

LOCATION

Metropolitan	57%
Non-metropolitan	43%

SCHOOL LEVEL

Elementary	41%
Jr. High/Middle	19%
High	27%
Combined	13%

REGION

Northeast	23%
Midwest	16%
South	50%
West	11%

AASL MEMBERSHIP

Member	36%
Not a member	64%

ANALYSIS APPLIED TO 2011 RESULTS

The 2011 results were analyzed in two ways, first analysis was in changes overall for each statistic at three key percentiles: the 50th, the 75th, and the 95th.

- As in previous reports, the purpose of reporting these three figures is to describe the better half of responding school libraries.

- The 50th percentile, or median, is the figure that divides the respondents in half—half reported this figure or above, half a lower figure.

- The 75th percentile is the figure below which three-quarters of the respondents fall and one-quarter above.

- The 95th percentile is the figure at or above which only five percent of the respondents fall.

The second level of analysis was in changes in the average response overall and by subgroups, including school type, level and size of enrollment, region, and two pieces of data from the National Center for Education Statistics (NCES):

- Locale (either Metropolitan, from a city or surrounding suburb, or non-Metropolitan).

- Poverty status (broken into high, or more than average, and low, or below average number of students eligible for government-funded lunch programs).

- Other factors did not yield sufficient numbers of cases to look more closely at specific types of schools (e.g., charter, special education, vocational-technical, alternative, magnet).

OVERALL HIGHLIGHTS

In the major areas of reporting these changes were reported between the 2010 and 2011 data.

- American school libraries are in a steady state with staff levels and hours open remaining steady overall. Additionally the same level of individual and group visits was maintained in 2011.

- After several years of exponential growth in number of computers in the school library 2011 was a flat year with numbers remaining steady compared to 2010. However, while investment in computers decreased remote access to the school library databases continues to increase.

- Overall the staff activities remained consistent between 2010 and 2011 reporting years. There were pockets of notable increase in time spent on staff activities:

  In 2011 only schools with enrollment greater than 2,000 and high schools are seeing a significant rise in the number of hours dedicated to planning.

  Significant increases in the average number of hours spent delivering instructions are recorded in combined schools, enrollment of 1,000-1,999, and those in metro areas.

  Schools with 2,000 or more students reported an increase in administrative time spent on budgeting.

DETAILED FINDINGS:

STAFF ACTIVITIES

Hours per week spent delivering instruction

50th Percentile
- 12
- 12
- 14
- 15
- 15

75th Percentile
- 20
- 20
- 20
- 21
- 22

95th Percentile
- 30
- 30
- 30
- 34
- 32

Mean
- 13.3
- 13.8
- 14.5
- 15.0
- 15.3

Hours per week spent meeting with teachers to plan instructional units

50th Percentile
- 1
- 1
- 2
- 2
- 2

75th Percentile
- 3
- 3
- 3
- 3
- 3

95th Percentile
- 7
- 7
- 7
- 7
- 8

Mean
- 2.2
- 2.3
- 2.4
- 2.4
- 2.5
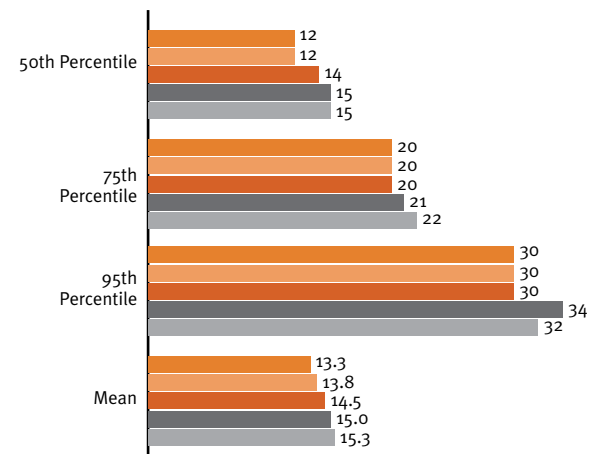
Hours per week spent working on the budget

50th Percentile
- 2
- 2
- 2
- 2
- 2

75th Percentile
- 5
- 5
- 5
- 5
- 5

95th Percentile
- 15
- 14
- 15
- 10
- 15

Mean
- 4.1
- 3.9
- 3.9
- 3.7
- 3.8
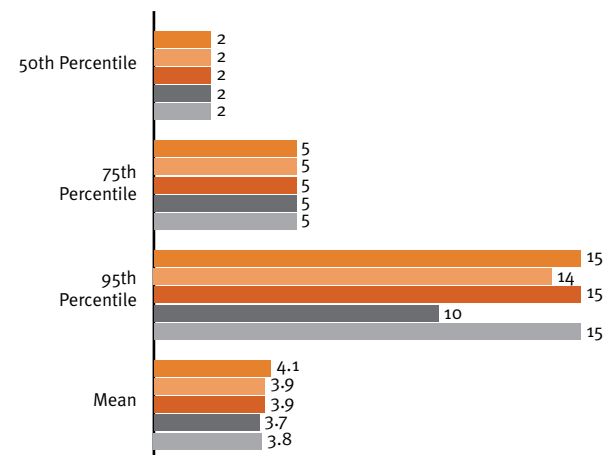
KEY: 2007 | 2008 | 2009 | 2010 | 2011

- Overall school libraries remain open the same number of hours year-over-year. A significant decline in schools with less than 300 students is noted.

- Similarly, the availability of flexible hours is steady with a decline only noted in the West.

- While overall staffing levels are on par with 2010, as well as the average number of hours worked by total staff, there are two noted changes:

    The average number of hours worked by school librarians continues to increase, particularly in public schools, metro areas, the Northeast, and low poverty areas.

    "Other staff" is the only group to experience a significant decline in the average number of hours worked particularly in public schools, areas of high poverty, metro areas and in the Midwest.

TOTAL NUMBER OF HOURS THE LIBRARY IS OPEN EACH WEEK

	2007	2008	2009	2010	2011
50th Percentile	38	38	38	38	38
75th Percentile	40	40	40	40	40
95th Percentile	45	45	45	45	45
Mean	31.8	32.4	34.0	33.6	33.6
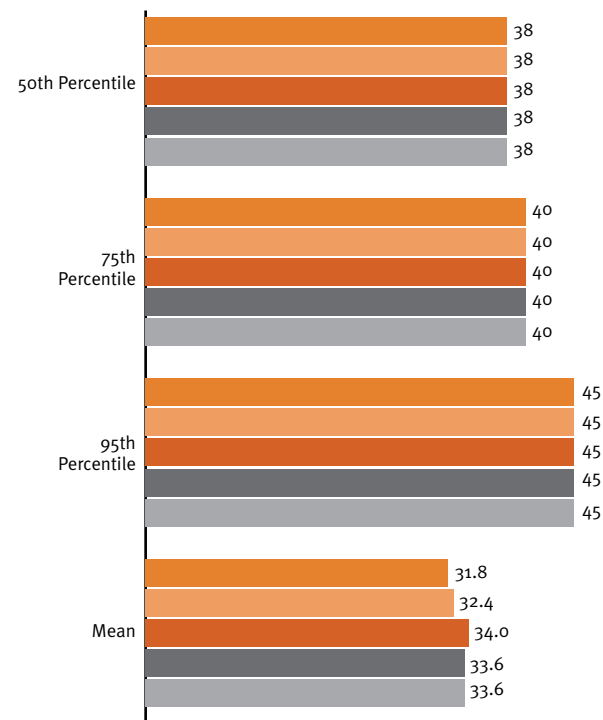
KEY: 2007 2008 2009 2010 2011

Total number of hours available for flexible scheduling

50th Percentile
18
20
20
20
20

75th Percentile
36
38
38
37
37

95th Percentile
44
44
44
44
44

Mean
20.7
21.3
21.9
21.5
21.4

Number of Hours Worked by School Librarians

50th Percentile
37.5
37.5
37
38
38

75th Percentile
40
40
40
40
40

95th Percentile
48
65
62
58
60

Mean
28.6
29.4
30.2
31.0
32.0
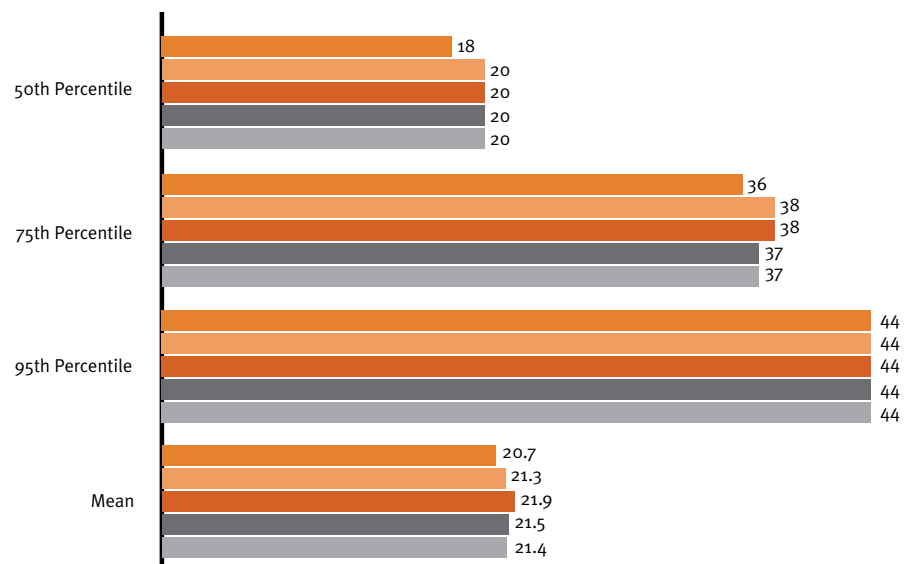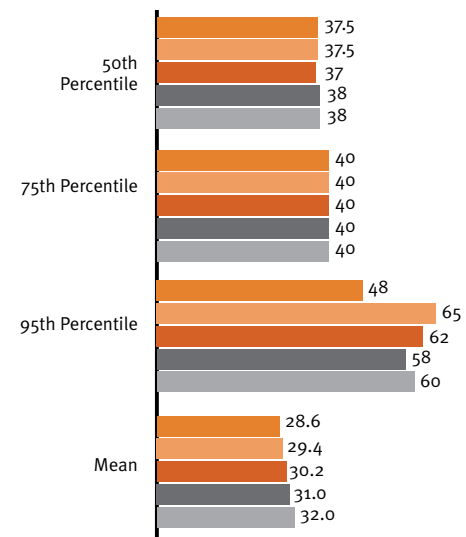
Number of School Librarians

50th Percentile
1
1
1
1
1

75th Percentile
1
1
1
1
1

95th Percentile
2
2
2
2
2

Mean
0.8
0.9
0.9
0.9
1.0
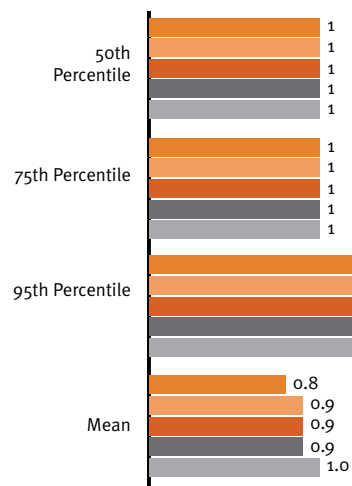
Number of Hours Worked by Other Staff

50th Percentile
5
5
3
0
0

75th Percentile
35
35
35
35
35

95th Percentile
48
55
56
45
40

Mean
18.2
18.4
18.2
16.9
15.7

- Overall the average size of school library collections remains unchanged from 2010.

- A few noted areas of change are seen in some subgroups, particularly:

  On average, schools with enrollment greater than 2,000, significantly increased their collection by nearly 2,500 books to 22,197.

  Schools in low poverty areas experienced a directional drop in the amount of video materials from 2010 to 2011.

  Non-metro schools reported a significant decline in the average number of audio material in their collections as well as schools with populations less than 300.

Summary of changes in collections

	2007	2008	2009	2010	2011	2011 Change
Average number of books	12,889	12,672	13,086	12,741	12,989	248 (1.9%)
Average number of periodical subscriptions	22.8	23.7	30.6	27.0	27.0	0 (0%)
Average number of video materials	445.9	471.7	495.6	470.7	457.3	-13.4 (-2.8%)
Average number of audio materials	86.3	89.9	98.4	98.6	94.2	-4.4 (-4.5%)
Average copyright year for the Dewey range 610-619, health and medicine	1993	1994	1994	1995	1996	(1 year)

DETAILED FINDINGS:

COLLECTION SIZE

Number of Books (excluding bound volumes of periodicals)

50th Percentile
- 11,497
- 11,650
- 11,888
- 11,550
- 12,000

75th Percentile
- 15,008
- 15,200
- 15,494
- 15,150
- 15,550

95th Percentile
- 25,000
- 23,864
- 25,000
- 24,000
- 24,000

Mean
- 12,889
- 12,672
- 13,086
- 12,741
- 12,989
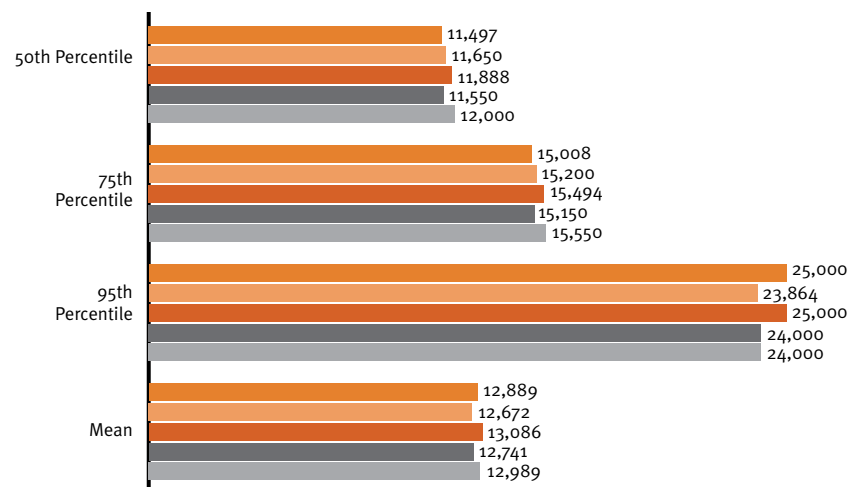
Number of video materials (i.e., VHS cassettes, DVDs)

50th Percentile
- 267
- 300
- 300
- 287
- 300

75th Percentile
- 542
- 589
- 591
- 551
- 575

95th Percentile
- 1,500
- 1,500
- 1,600
- 1,472
- 1,500

Mean
- 443.9
- 471.8
- 495.6
- 470.7
- 457.3
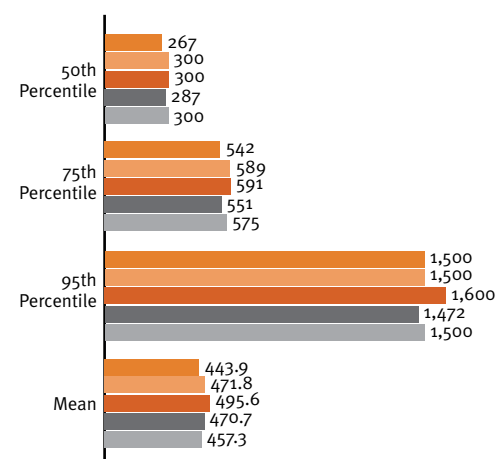
Number of current periodical subscriptions (i.e., magazines, newspapers)

50th Percentile
- 16
- 18
- 17
- 15
- 15

75th Percentile
- 30
- 30
- 30
- 27
- 26

95th Percentile
- 65
- 65
- 66
- 62
- 60

Mean
- 22.8
- 23.7
- 30.6
- 27.0
- 27.0
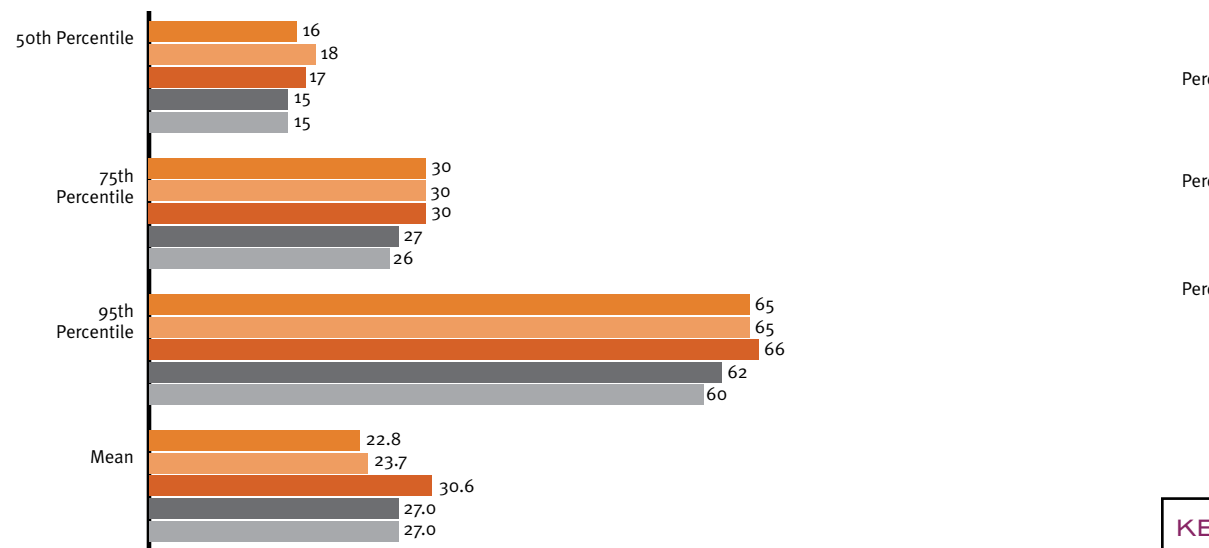
Number of audio materials (i.e., audio books, CDs, music on tape)

50th Percentile
- 33
- 40
- 45
- 43
- 48

75th Percentile
- 100
- 100
- 100
- 100
- 100

95th Percentile
- 311
- 316
- 300
- 319
- 304

Mean
- 86.3
- 89.9
- 98.4
- 98.6
- 94.2
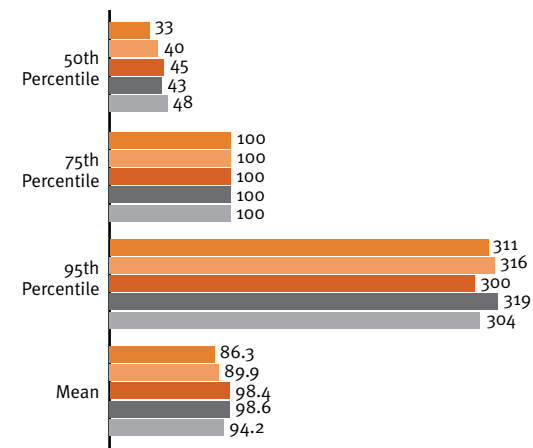
KEY: 2007 | 2008 | 2009 | 2010 | 2011

- After three years of consistent increases to technology acquisition 2011 shows a leveling off in the overall average number of computers in school libraries.

- Schools continue to increase remote access to their school library's licensed databases. More than eight in ten reported that students can access their library's resources. This increase is seen across the board.

Summary of changes in Technology Installation

|	2007	2008	2009	2010	2011	2011 Increase
Average number of computers in libraries	22.7	23.9	25.6	27.4	27.9	+0.5 (1.8%)
Average number of school computers outside library, with network access to library services	136.8	168.3	178.4	194.0	193.4	-0.6 (0%)
Total of library and library-networked computers	159.2	190.6	203.6	220.4	221.1	+0.7 (0%)

Percentage Able to Access database remotely

Yes
- 65%
- 74%
- 76%
- 79%
- 82%

No
- 35%
- 26%
- 24%
- 21%
- 18%

KEY: 2007 2008 2009 2010 2011
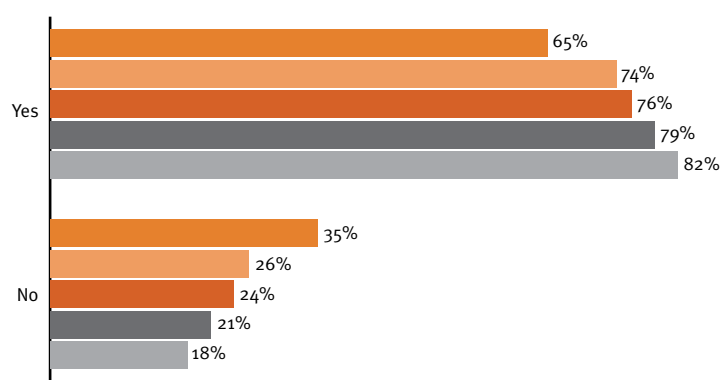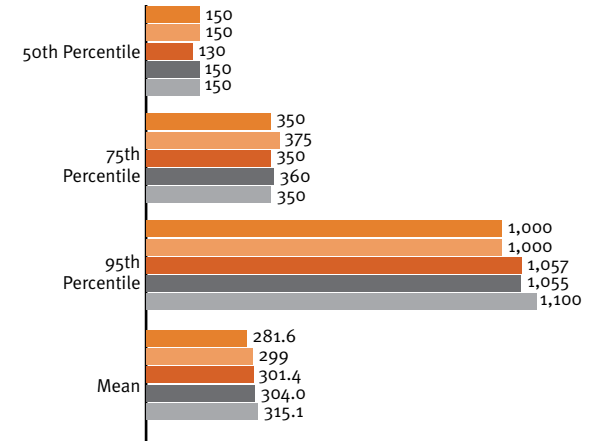
DETAILED FINDINGS:

TECHNOLOGY

- The average number of individual and group visits to libraries are largely unchanged compared to last year.

  Compared to other subgroups, schools in metro areas and areas with high poverty are seeing a directional increase in the number of individual visits.
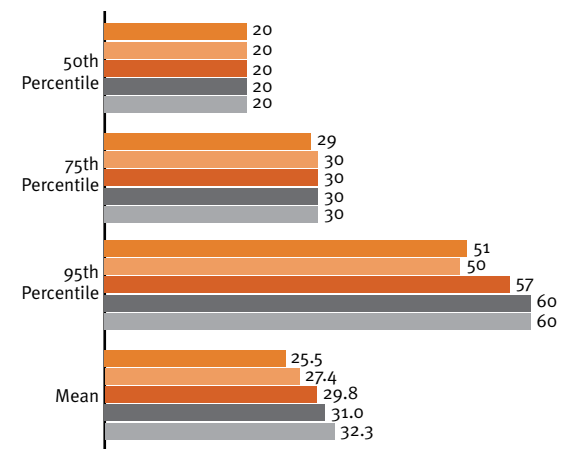
  Students in mid-sized schools (1,000-1,999 enrollment), high schools and schools in the Northeast are reporting a directional increase in group visits.

KEY: ■ 2007 ■ 2008 ■ 2009 ■ 2010 ■ 2011

Number of individual visits per typical week (only those visiting alone, not those visiting as part of a class or a smaller group)

50th Percentile
- 2007: 150
- 2008: 150
- 2009: 130
- 2010: 150
- 2011: 150

75th Percentile
- 2007: 350
- 2008: 375
- 2009: 350
- 2010: 360
- 2011: 350

95th Percentile
- 2007: 1,000
- 2008: 1,000
- 2009: 1,057
- 2010: 1,055
- 2011: 1,100

Mean
- 2007: 281.6
- 2008: 299
- 2009: 301.4
- 2010: 304.0
- 2011: 315.1

Number of group visits per typical week (i.e, number of whole classes or smaller groups, not the number of individuals in such groups)

50th Percentile
- 2007: 20
- 2008: 20
- 2009: 20
- 2010: 20
- 2011: 20

75th Percentile
- 2007: 29
- 2008: 30
- 2009: 30
- 2010: 30
- 2011: 30

95th Percentile
- 2007: 51
- 2008: 50
- 2009: 57
- 2010: 60
- 2011: 60

Mean
- 2007: 25.5
- 2008: 27.4
- 2009: 29.8
- 2010: 31.0
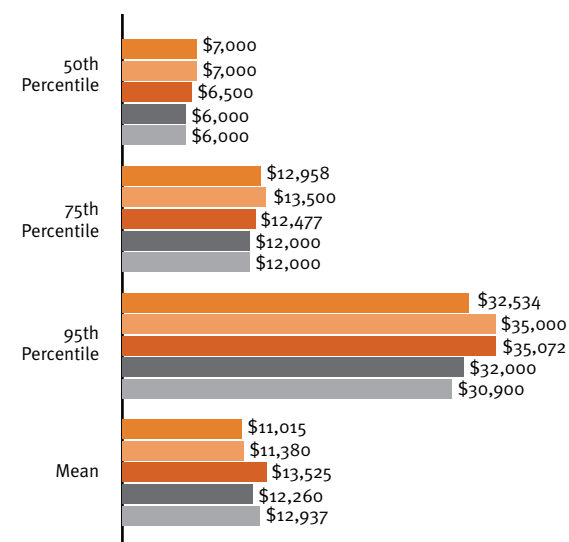- 2011: 32.3

DETAILED FINDINGS:

VISITS

- Library expenditures on information resources are in a steady state.

  Statistically significant decreases were seen in middle and combined school levels.

  Statistically significant increases were noted in schools with enrollment over 2,000 and schools in the south region.

Average Spent on Information Resources (i.e., print and non-print materials, licensed databases, and other electronic access to information)

50th Percentile
- $7,000
- $7,000
- $6,500
- $6,000
- $6,000

75th Percentile
- $12,958
- $13,500
- $12,477
- $12,000
- $12,000

95th Percentile
- $32,534
- $35,000
- $35,072
- $32,000
- $30,900

Mean
- $11,015
- $11,380
- $13,525
- $12,260
- $12,937

School Library Budgeting

All amounts are in dollars ($)	2007	2008	2009	2010	2011	2011 Change
All schools (average)	11,169	11,390	13,525	12,260	12,937	677 (5.5%)
50th percentile	7,000	7,000	6,500	6,000	6,000	0 (0%)
75th percentile	13,000	13,500	12,477	12,000	12,000	0 (0%)
95th percentile	33,000	35,000	35,072	32,000	30,900	-1,100 (-3.4%)
All elementary schools (average)	7,032	6,720	7,772	8,408	8,525	117 (1.4%)
50th percentile	5,000	5,000	5,000	4,931	4,907	-24 (0%)
75th percentile	8,355	8,800	8,000	8,000	8,000	0 (0%)
95th percentile	17,077	17,000	16,000	18,000	17,441	-559 (-3.1%)
All middle schools (average)	10,563	11,173	11,892	11,642	8,944	-2,698 (23.2%)
50th percentile	8,000	8,000	7,000	6,900	6,540	-360 (-5.2%)
75th percentile	12,535	13,000	12,000	12,000	11,450	-550 (-4.6%)
95th percentile	24,752	27,000	25,000	25,000	21,500	-3,500 (-14%)
All high schools (average)	16,473	18,550	23,679	19,129	24,661	5,532 (29%)
50th percentile	11,000	13,028	12,000	10,250	11,230	980 (9.6%)
75th percentile	21,000	24,418	23,000	20,000	20,000	0 (0%)
95th percentile	48,000	52,000	50,000	46,737	50,000	3,263 (7%)

DETAILED FINDINGS:

SCHOOL LIBRARY EXPENDITURES
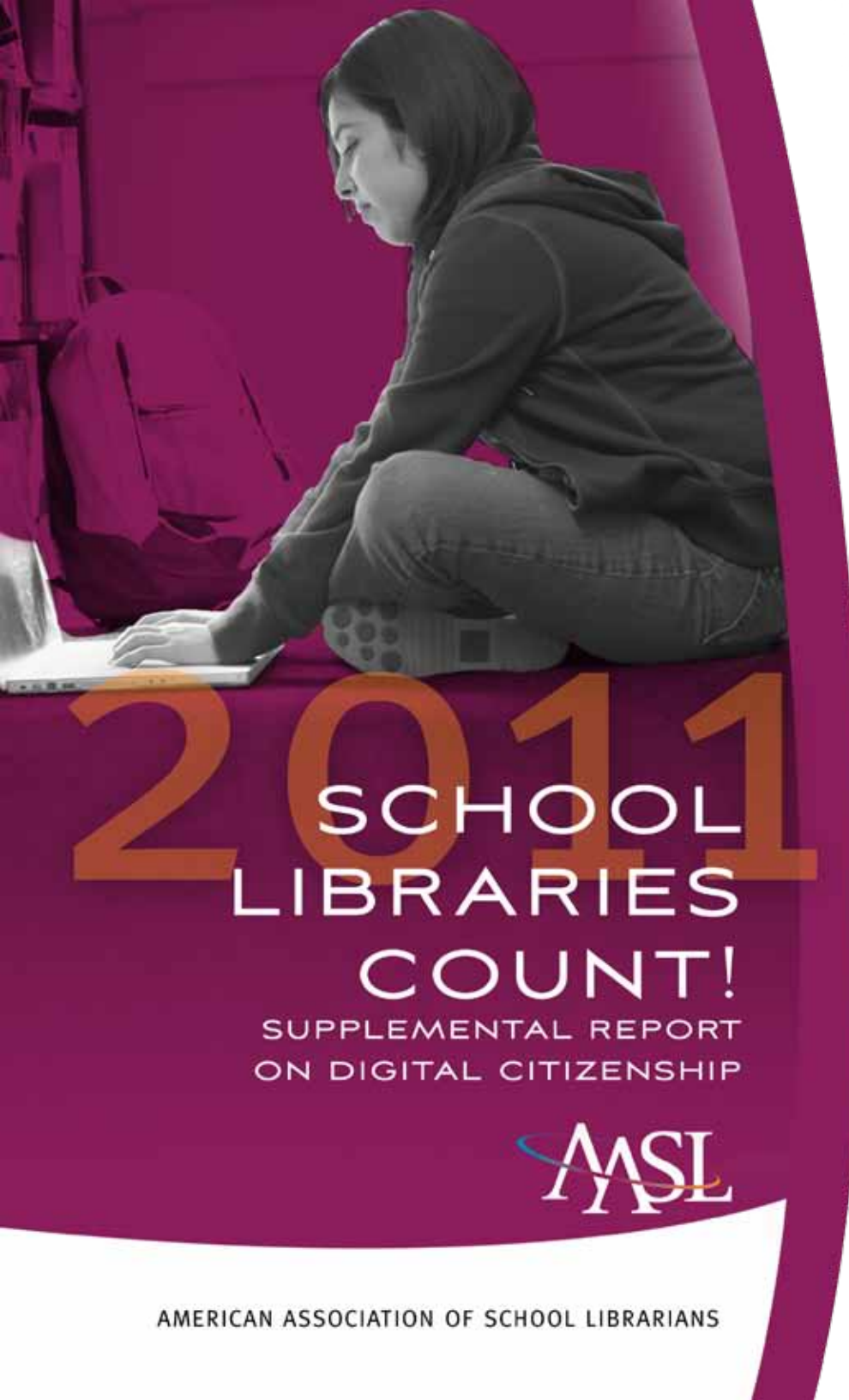
2011 SCHOOL LIBRARIES COUNT!

SUPPLEMENTAL REPORT ON DIGITAL CITIZENSHIP

AASL

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

SURVEY BACKGROUND

In 2007, the American Association of School Librarians (AASL) initiated an annual survey of school library programs. The development of this longitudinal survey project was mandated by the AASL Board as part of the association's strategic plan with the goal to provide research and statistics to be used at the national, state and local levels when advocating for School Library Programs. The survey was developed through the AASL Research & Statistics committee with AASL Board review and final approval.

In addition to annual survey questions, starting in 2008 AASL began adding a series of questions that change annually and address a current issue within the school library field. In 2011 AASL Focused these questions on Digital Citizenship.

2011 marked the fifth year of AASL's "School Libraries Count!" survey, with 4,887 respondents. The results represent a + 1.4 percentage points at the 95% confidence level.
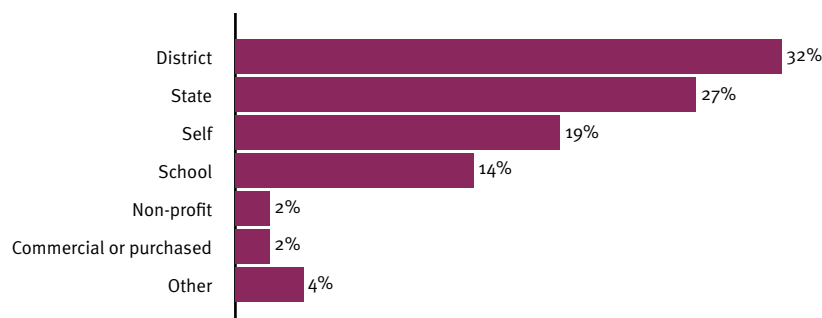
KEY HIGHLIGHTS: TRADITIONAL SCHOOL LIBRARY CURRICULUM CARRIED OVER INTO DIGITAL CITIZENSHIP

- The majority of those surveyed (71%) report digital citizenship is incorporated through their school or district curriculum. When digital citizenship is not part of the school or district curriculum a third (35%) report digital citizenship is part of their school library curriculum.

- Intellectual property is the top area incorporated into school curricula for teaching digital citizenship with most identifying plagiarism, copyright and creative rights as top content areas (95%).

- School librarians, either solo or in collaboration with classroom teachers and/or technology instructors, are teaching digital citizenship in their schools.
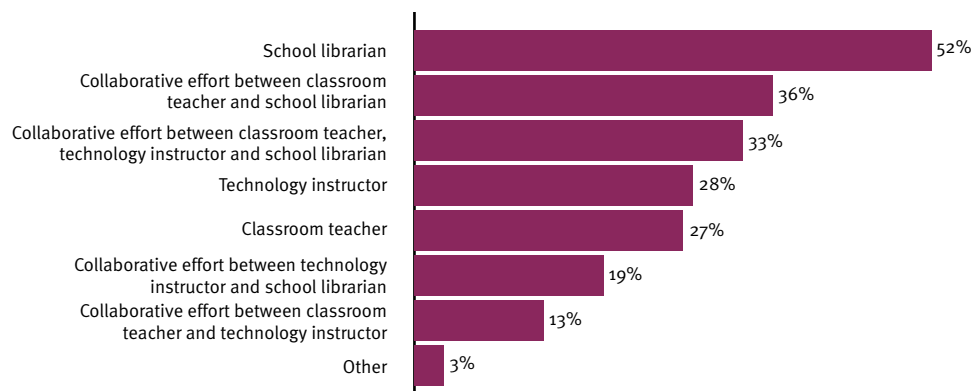
DIGITAL CITIZENSHIP CURRICULUM

- Top sources cited for digital citizenship curriculum are districts and states.

- More than half (52%) of respondents noted themselves as the teacher of digital citizenship within their school, with various collaborative efforts also present.

- An integrated approach to teaching digital citizenship is the preferred educational setting by respondents (80%).
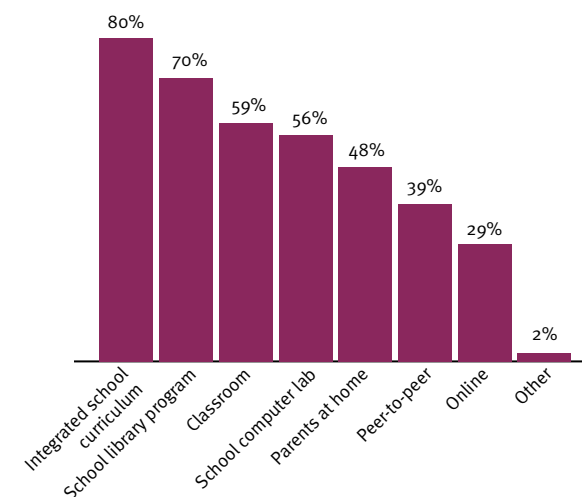
Digital Citizenship Curriculum Sources

Source	Percentage
District	32%
State	27%
Self	19%
School	14%
Non-profit	2%
Commercial or purchased	2%
Other	4%

Who Teaches Digital Citizenship in your school or district?

Role	Percentage
School librarian	52%
Collaborative effort between classroom teacher and school librarian	36%
Collaborative effort between classroom teacher, technology instructor and school librarian	33%
Technology instructor	28%
Classroom teacher	27%
Collaborative effort between technology instructor and school librarian	19%
Collaborative effort between classroom teacher and technology instructor	13%
Other	3%

Settings for teaching digital citizenship

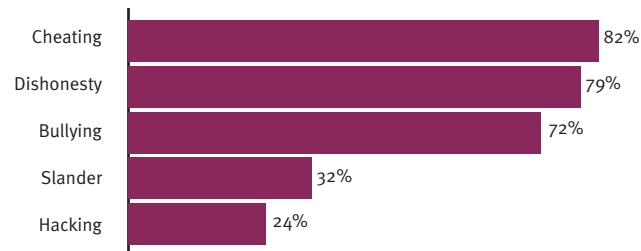| Setting	Percentage
Integrated school curriculum	80%
School library program	70%
Classroom	59%
School computer lab	56%
Parents at home	48%
Peer-to-peer	39%
Online	29%
Other	2%

DIGITAL CITIZENSHIP CONTENT

- Traditional 'citizenship' areas are incorporated in digital citizenship curriculum, including plagiarism, copyright and creative commons (95%), as well as traditional school library content such as evaluating electronic information (88%).

- Areas that have been created by increased technology use do not appear to have found their way into the curriculum. These topics include e-commerce, physical safety, social networking, and hardware and data protection.

- Similarly, while traditional behaviors are addressed in the curriculum, i.e. cheating, dishonesty and bullying, the issues of slander and hacking are less often included.

Which of the following areas of digital citizenship are incorporated into your curriculum? (select all that apply)	2011
Plagiarism, copyright and creative rights	95%
Evaluating electronic information to determine validity of material (websites)	88%
Responsibility (electronic responsibility for actions and deeds)	79%
Cyber-bullying, harassment and stalking	70%
Security - Self-protection (electronic precautions to guarantee safety including personal information sharing)	68%
Etiquette of use (texting in class, IMing, cell phones in schools, disruptive behavior, and appropriate settings)	66%
Access and rights (freedom of information and intellectual freedom)	56%
Students seek divergent perspectives during information gathering and assessment	53%
Security – Hardware/Data Protection (including viruses, hoaxes, power surges, and data back-up)	47%
Social networking (appropriate postings/pages)	47%
Safety (physical well-being/ergonomics)	40%
Commerce (electronic buying and selling of goods)	14%

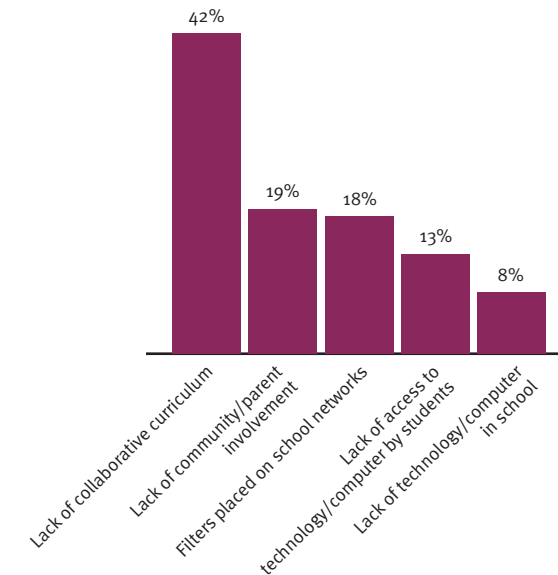## BARRIERS TO TEACHING DIGITAL CITIZENSHIP

## Digital Citizenship Behaviors Addressed in Curriculum

ACCESS AS BARRIER TO TEACHING DIGITAL CITIZENSHIP

- While 42% cite a lack of collaborative curriculum as the biggest barrier to teaching digital citizenship, a combined 39% cite an access issue as the biggest barrier (18% filters placed on school networks, 13% lack of access to technology/computers by students, 8% lack of technology/computers in school).

- Equal access to technology among students (29%) was the highest response when asked what is the biggest hurdle in educating about digital citizenship.

BIGGEST HURDLE IN EDUCATING ABOUT DIGITAL CITIZENSHIP
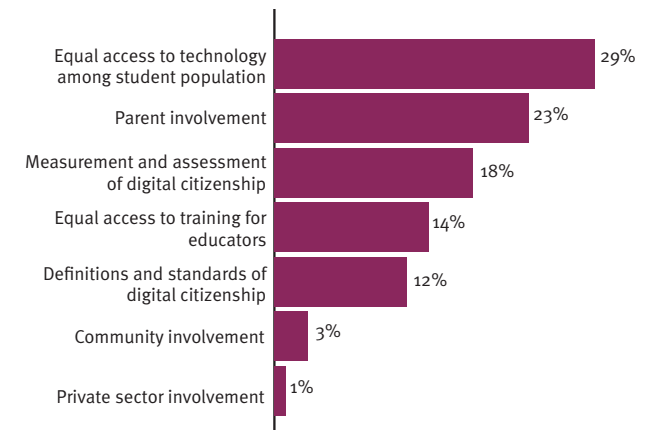
THE MISSION OF THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS IS TO ADVOCATE EXCELLENCE, FACILITATE CHANGE, AND DEVELOP LEADERS IN THE SCHOOL LIBRARY FIELD.